TURNSTONE HOUSE

Equality Accessibility Plan

September 2025 to August 2027

This document reflects priorities that are outlined in the Turnstone House Development Plan and integrated into that document.

Improving Access to and Participation in the Curriculum

- Ensure personalised curriculum planning, teaching and assessment are consistently matched to each child's needs, interests, starting points and EHCP outcomes.

  Y1/2: Cost: Learning Centre resources / training

- Embed agreed curriculum sequences, planning and evaluation arrangements so that all children can access purposeful, progressive learning.

  Y1/2: Cost: Learning Centre resources / training

- Develop consistent continuous provision across indoor and outdoor learning spaces, including sensory and practical opportunities that support engagement and regulation.

  Y1/2: Cost: Learning Centre and outdoor resources

- Strengthen links between the Learning Centre and home through the Waking Day Curriculum and PAN My Journey, enabling learning to be reinforced in everyday experiences.

  Y1/2: Cost: staff time / training

- Develop access to reading, literacy and communication through personalised approaches and appropriate resources.

  Y1/2: Cost: Learning Centre resources

- Extend accessible community, vocational and careers experiences through appropriate partnerships, visits and work-related opportunities.

  Y1/2: Cost: Learning Centre resources / visits

  Overall costs are expected to be met through normal or allocated budget arrangements, subject to approval of specific developments.

Improving Access to Information for Young People and Families

- Embed accessible, child-centred communication and 'Writing to the Child' approaches across relevant records, reviews and everyday information.

  Y1/2: Cost: staff time / training

- Develop the use of photographs and visual communication approaches to help children understand, contribute to and revisit information about their lives and achievements.

  Y1/2: Cost: IT / communication resources

- Ensure PAN My Journey meetings, targets and reviews are presented in ways that enable each child to understand and participate meaningfully.

  Y1/2: Cost: staff time / learning resources

- Continue to provide accessible information about careers, transitions and future living arrangements, including independent advocacy where appropriate.

  Y1/2: Cost: staff time / visits

- Review communication with families and relevant professionals to ensure information is clear, accessible and responsive to individual communication needs.

  Y1/2: Cost: staff time / communication resources

  Overall costs are expected to be met through normal or allocated budget arrangements, subject to approval of specific developments.

Improving Information Gathering and Involving Others

- Improve the consistency and quality of gathering, recording and responding to children's views, wishes and feelings across agreed Turnstone House systems.

  Y1/2: Cost: staff time / training

- Strengthen community meetings, PAN meetings, key-worker discussions and learning reviews so that children can influence decisions and see what changes as a result.

  Y1/2: Cost: staff time

- Embed 'You Said, I Did' and 'Writing to the Child' approaches, with leadership oversight of the quality and impact of responses to children.

  Y1/2: Cost: staff time / training

- Develop appropriate use of photographs and other accessible evidence to capture children's experiences, preferences and achievements, with their involvement and consent.

  Y1/2: Cost: IT / staff time

- Use feedback from children to inform the design of activities, learning opportunities, bedrooms, shared spaces and outdoor developments.

  Y1/2: Cost: staff time / allocated resources

  Overall costs are expected to be met through normal or allocated budget arrangements, subject to approval of specific developments.

Improving the Physical Environment

- Continue to consider individual disability, sensory, communication and regulation needs through asset management and planning for the home, stables and Learning Centre.

  Y1/2: Cost: asset management / allocated budgets

- Progress the five-year grounds masterplan, incorporating children's views and ensuring play and outdoor learning opportunities are accessible to individual needs.

  Y1/2: Cost: grounds development budget

- Develop the Tingle Tangle trim trail, BMX track and rope swing proposals, with appropriate assessment of access, suitability and safety for individual children.

  Y1: Cost: allocated grounds budget

- Continue developing the outdoor learning and fire-pit area to provide varied, accessible opportunities for learning, exploration and co-adventuring.

  Y1/2: Cost: Learning Centre / grounds resources

- Review sensory, quiet and shared spaces, furnishings and resources to ensure the environment remains homely, personalised and responsive to children's changing needs.

  Y1/2: Cost: home / Learning Centre resources

  Overall costs are expected to be met through normal or allocated budget arrangements, subject to approval of specific developments.